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14 April 1965

MEMORANDUM FOR: Director of Training

SUBJECT : Course Report — Support Services No. 1

REFERENCE : Memo to DDC from DTR; Subj: Proposed Support Services Course for JUTs, dated 13 October 1964

1. The first Support Services Course was held during the period 25 January through 19 March 1965. The first four weeks and the eighth week were held in Room 1A-13 Headquarters; the fifth, sixth and seventh weeks were held in Room 601, 1000 Glabe.

2. Course Objectives. The principal objective of the course was to prepare the students for assignments in the Support Services. More specifically, the instruction was to prepare them for assignments as administrative officers of small or medium size field stations. Additionally, the course was to motivate the students towards a career in the Support Services. The course was constructed in two phases, the first of which lasted about nine days and was concerned with presenting Headquarters organization and functions and CIA support policies. The second phase of the course took up the remaining six weeks and was devoted to an examination of the field aspects of Personnel, Medical, Logistics, Finance and Security. Three of the last six weeks were identical with the regular Budget and Finance Course. (Attachment A - Schedule).

3. Class Composition. The class was composed of twenty-five Junior Officer Trainees (Attachment B - Roster of Students). All had completed the Headquarters training and the Operations Familiarization Course at [REDACTED]. One-half of the group had come directly from the Operations Familiarization Course. The other half had been on interim assignments in the DTR for approximately three months, during which time the trainees were given, in addition to a short tour with a support component, the Logistics Services Course, an Office of Communications briefing and a records briefing. This resulted

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in one group of students being exposed to some of the instruction twice. If possible this should be avoided in the future. Interestingly enough, the two groups did not intermix to any great extent during the eight weeks of the Support Services Course.

4. Methodology. The principal method used in the first running of the course was the lecture. On the whole the quality of the presentations was adequate. The various components of the Support Services cooperated readily in supplying speakers. The Chief Instructor has kept note of the individual presentations for use in planning future courses. Generally speaking, the presentations were too long and there were too many speakers. Both of these factors will be considered in planning future courses. Another common failing was the tendency of the speakers to discuss their subjects from the viewpoints of organization and function rather than by way of the case method. It should be noted that each speaker received specific and detailed guidance from the Chief Instructor prior to their presentations describing course objectives, nature of the class and suggestions for preparing and delivering their talks. All were encouraged to illustrate their subject matter with cases. Too many of the speakers failed to do this.

5. An extensive search was made for appropriate films before the course began. The only suitable one found was [REDACTED] which showed some of the support apparatus of the [REDACTED] Station. This film was well received by the class. [REDACTED] of NE Division brought to the class a non-professional film showing the site of a new NE base. He delivered an impromptu talk as he showed the film. The search for appropriate films illustrating support matters will continue.

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6. The case method was used by some speakers in various ways, all of them successful and interesting. Mr. [REDACTED] of Security covered his subject (two hours) exclusively by discussing different types of personnel security cases. Mr. [REDACTED] Office of Communications, gave the students a good view of administration in Communications by describing typical problems that crossed his desk routinely. In a bull session at [REDACTED] Office of Personnel and [REDACTED] described problems they had encountered in support jobs they had held overseas. This session lasted from 1930 to 2300. [REDACTED] Office of Logistics, also used the case method effectively to describe the workings of Logistics Services.

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7. Comprehensive Problem. The comprehensive problem pertaining to the administrative operation of an imaginary field station held during the last three and one-half days of the course was an unqualified success. The students were enthusiastic about the problem and worked very hard to complete its requirements. The students spent two and one-half days working on the solutions to eleven problem situations. The final day was devoted to a critique of the problems. Experts from pertinent DDS components critiqued the situations with the students. In the next running of the course, it is the Chief Instructor's intention to thread the problem situation throughout the entire course, injecting problem situations frequently to illustrate different parts of the instruction. With a view to expanding the problem, two of the JOTs who took the first course were loaned to the Operations School for two weeks. They developed a number of problem situations which can be used in the next presentation.

8. Committees. An attempt was made to organize the class into committees, and assign a research topic to each committee. Each student was given an opportunity to act as committee chairman which meant that during the course twenty-five committee projects were examined. The technique was effective in the beginning of the course when sufficient time was available for committee meetings and research. As the course progressed less time was available for the projects and the quality suffered. In order for the committee project system to work effectively a substantial amount of time has to be devoted to committee meetings and research. Also a faculty member should be available to monitor the committee activities. This was impossible with five committees meeting concurrently and only one instructor available. If the technique of conducting research is to be continued in the future, it is recommended that the committee system be abandoned. The technique could be replaced by having each student research a given subject individually. The subjects of the research projects would be those which require a fair amount of investigation and pertain to some aspect of the support function. Towards the end of the course the students would be required to submit written papers and also make an oral presentation of their findings.

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9. [REDACTED] The two day excursion to [REDACTED] for practical instruction in Security subjects was a useful change of pace. The one day visit to [REDACTED] received mixed student reactions. Some of the students considered it of limited value, others felt they should have had more time. [REDACTED], who accompanied the group, considered the tour of [REDACTED] useful to the JOTs in terms of giving them a look at a real situation from which some parallels could be drawn to the operation of an overseas station.

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10. Job Assignments. During the course the students exhibited a considerable amount of anxiety concerning the nature of their future assignments. Their concern was compounded by the apparent misconception of what role the "Bean Committee" would play in determining initial assignments. The students did not know whether to look to the "Bean Committee" or to the JOT Office of OTR on such matters. The announcement of assignments two weeks before the end of the course (by the JOT Office) ended the anxiety of most students; however, a few of the students were disappointed. One decided to return to the Air Force rather than accept an assignment in Logistics. Another apparently decided to leave the Agency because he could not have an assignment in the Clandestine Services. (The ultimate disposition of the latter case is unknown). The announcement of assignments had the effect of motivating some of the students — notably those going overseas shortly — and of developing a slackening attitude in those who received Headquarters assignments.

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11. DDS Monitors.

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[redacted] and [redacted] monitored several earlier weeks of the course. All of these gentlemen made practical suggestions during the time they were present. [redacted] was particularly effective in that he injected himself into the class discussions. He gave the class the benefit of his own experience relative to the instruction being offered. He held several brief impromptu sessions giving the students the field aspects of the Headquarters viewpoints which had been discussed. It is planned to meet with [redacted]

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[redacted] to review their findings relative to the first running of the course and solicit ideas for improvements for future presentations.

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12. Conclusions. The Support Services Course requires the full-time efforts of at least two instructional personnel to bring it up to the level of the other courses offered to the JOTs. Sufficient instructor personnel will permit the development of cases and problems and their introduction into the program. An additional instructor will also permit more extensive and meaningful evaluation of the students.

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13. The first running of the course was exclusively for JOTs. One DDP area division attempted to enroll a non-JOT in the program but was rebuffed on the basis that the course was new and that a capacity class had already been enrolled. The future probably will bring additional requests for inclusion of non-JOTs. In the Chief Instructor's view, some of these requests will have to be honored. Prior to this some determination will have to be made concerning the size of classes and eligibility qualifications. Present facilities and training material limits enrollment to a maximum of thirty students.

14. A determination already has been made by the JOT Office that this course should be offered twice each year -- one starting in March and the other in early autumn. This arrangement will be satisfactory providing the student enrollment is not increased.

15. As stated earlier, the course needs far more practical work. An intensive effort will be made to increase substantially the amount of practical work and case studies included in future courses. Contact will be maintained with all of the DDS components and with the support elements in the DDP. The Chief Instructor has requested the Executive Officer to the DDS to form a select committee to examine the objectives, the approach to practical problems and cases, as well as to discuss evaluations of students and other questions pertinent to revision of the course. I suggested that this committee meet for several days at either [REDACTED] sometime during the month of May.

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Attachments:

- A - Schedule
- B - Roster of Students

Distribution:

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